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ABSTRACT

Field experiences in which high school students work away from the classroom to study their own communities are often considered to be the most valuable aspect of an educational program. However, the educator who seeks to provide field experiences for students must plan and organize this program carefully. He must establish clearly defined objectives and communicate them to administrators, peers, and students. Scheduling arrangements to give students more time away from school should be arranged. The teacher must become familiar with potential "liability" problems associated with field trips and take precautions to assure the safety of his students. He should carry personal professional liability insurance. He must lay groundwork in identifying sites and approaching resource people. Students must be counseled on appropriate behavior, including proper conduct, interviewing techniques, and sensitivity to the rights, feelings and needs of those with whom they come in contact. Follow up activites should continue on the study long after student reports are turned in. This document is intended to encourage and guide teachers interested in community studies. It describes the value of such work, lists potential subject areas, and discusses exemplary community studies. Steps to organize and conduct a study are presented along with samples of questionnaires and data gathering forms. (DS)

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Cathy Rose

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OUTDOOR EDUCATION:

COMMUNITY STUDIES THROUGH FIELD EXPERIENCES

by

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PREFACE

The use of experiences and resources outside the classroom to meet educational objectives is generally included under the umbrella term "outdoor education!" While outdoor education is occasionally used more narrowly to mean education taking place in a "natural" environment, most educators now have a broadened perspective and use the term to include school site activities, field trips and other out-of-the-classroom experiences designed to meet educational objectives.

One aspect of outdoor education is the community study in which teachers provide field experiences of various types that directly involve students in the study of their own (or nearby) "communities." In a community study, students visit sites, meet with citizens, gather data, make analyses, draw conclusions and make predictions about the social and environmental conditions they encounter and experience. Some students go to the next step and try to improve upon what they find.

In this paper, the term "field experience" refers to those experiences, both short and long-term in nature, that are provided for students when they move away from the classroom, whether it be "downtown" or "across the street." For purposes of this paper, the term "field experience" is not confined to internships and work-study programs, as it is confined in some disciplines.

This paper is intended to serve as a guide to the educator who would provide field experiences for his students as they study their own communities in an effort to meet more effectively ongoing curricular objectives and to develop greater personal, social, and environmental understanding and responsibility. Although the focus here is on the high school level, it should be noted that teachers at the upper elementary and middle school grades have successfully completed community studies of many kinds. The self-contained classroom situation in which many elementary and middle school teachers work lends itself particularly well to the community study project.

This paper, then, is designed as a "hands on" guide for the practicing teacher, and is meant to stimulate interest in and provide concrete suggestions for work in community studies; it is <u>not</u> meant to be a research paper.

WHY PROVIDE FIELD EXPERIENCES AND COMMUNITY STUDIES

Introduction

This paper deals with the use of outdoor education or field experiences in the study of communities. It focuses on the reasons for such experiences and the ways and means to provide them. While it is directed at high school students and teachers, much of what follows is applicable to the college or to the upper middle or junior high school levels.

"Community studies" as defined here, refers to students studying a certain aspect of the several associations and communites, of which they are a part. A community study might be so extensive and comprehensive that it would deal with nearly every aspect of the community in which the students live. For example, history, sociology, population growth, institutions, business and industry, etc. could all be aspects of a single community study requiring months to complete. "Field experience" means first-hand encounters with the topic under study as it is usually found in its own surroundings or environment.

Writers have set forth various definitions of the term "community," though some have expressed doubt that discrete communities really exist. The term can have different meanings for different people, but in this paper it is used simply to refer to "an area of common life" and those things that surround a school and bear directly upon it and its students (Blackwell, 1943). Obviously, the geographical area included in such a definition will vary according to the interests and needs of the term's user and purpose. One user might be interested in the few blocks which surround the school, the nearby neighborhood. If dealing with an agricultural community, interest would probably extend to the entire county. A community study could, but is not likely to, include the entire state. Conceivably, a community study could include the area implied in the term "global community."

The study of communities, whatever their composition, by high school students is not new. For various reasons, some teachers have been conducting community studies with considerable success for a long time. In this decade, however, community studies have been given a new impetus with a new set of emphases. The focus now is more often on environmental quality, careers, responsibility and economics than on the more traditional historical studies such as analyses of power structure and governmental functions. Whereas community studies once were largely within the exclusive domain of the social studies teacher or, more infrequently, the science teacher, a case now can be made for community study activities in nearly every subject offered in the high school. If a case cannot be made for a particular subject, one has to wonder about its viability.

The community studies of today differ very little from those of several decades ago (Cook; 1939); they now include, as they did then, three major objectives: they give students a body of facts or information about a local situation, and/or its residents; they impart

understanding of the particular group techniques and methods essential to modern living in a democracy; and they develop attitudes conducive to shared responsibility in community life and local problem solving.

The strategies teachers employ to reach these objectives vary. Some try to do it without leaving the classroom or school. Others do very little in the classroom with nearly all the instruction taking place in the field or community. The best community studies probably include a balance between the first-hand experiences in the community under study and time spent in the classroom analyzing collected data and developing the "next steps." This is the kind of program with which this paper deals.

Many reasons can be given for emphasizing community studies in the school program. Some bear directly on the need for students to understand the communities in which they live. Others pertain to understanding the subject or content area under study. A third general set of reasons is related to the critical environmental and social needs of our time.

General Importance of and Rationale for Community Studies

A variety of good reasons has been set forth for using field experiences in the study of the various aspects of the community; such experiences are often considered to be the most valuable aspect of an educational program. This observation (Rothman and Jones, 1971) has been made frequently at the college level; campus observers have noted that students frequently declare their field experiences contribute more to their total learning experience than their formal academic experience.

Importance of Knowing About One's Community

Herbert Spencer was among the earliest of modern educational writers attempting to define the purpose of schools in terms of life and living. He wrote (Williams, 1948):

> To prepare us for complete living is the function which education has to discharge...It behooves us to set before ourselves, and ever to keep clearly in view, complete living as the end to be achieved; so that in bringing up our children we may choose subjects and methods of instruction, with deliberate reference to this end.

Spencer categorized educational objectives into five general areas that have become known as (1) health objectives, (2) occupational activities, (3) home life activities, (4) citizenship activities, and (5) leisure-time activities. Since Spencer's definition, educational objectives have been stated and restated, but they usually are similar to those derived from Spencer. A Chicago teacher once put it another way when he said, "My students have to come to terms with this environment; they have to live here. If they are going to survive; they have to learn as much about it as they can."

Field Experience and Understanding

It is doubtful that we can really understand anything without first having the reservoir of direct experiences upon which to base that understanding. Everything that we learn or know is conditioned by past experiences. These very necessary experiences no longer always occur in our day-to-day living. As time has gone on, the direct contacts that our youth have with other citizens, with other social groups, and with other varied physical environments are diminishing. Today people rarely know their neighbors; given that reality, they cannot be expected to understand the complex interactions that characterize differing communities. Many community relationships are difficult to understand, even by those who spend a lifetime studying them. It is doubtful that students who lack a strong background of direct field experiences will be able to comprehend in any way, shape, or form why certain people tend to associate with each other, why certain kinds of social programs are needed, or why certain environmental issues and problems are important. A study of the school community, itself, can do much to help students gain an understanding of the larger neighborhood community, but many students are never even exposed to that. (Werling, 1973)

Field Experiences and Concepts

A concept is sometimes defined as the mental image brought to mind when a term is used. The word "tree" evokes a different image in the mind of the child who lives in downtown Chicago than it does in the mind of the forester in Oregon. The word "poverty" evokes a different image in the mind of students who have had field experiences with "poor" or "impoverished" people than it does among those from affluent areas who have never had such contacts. Likewise, the "poor child" has a much different image of the word "poor" than does the "rich child." The mental image you have of "police officer" or of "City Hall" varies greatly according to your previous experiences. The contention is that schools should provide structure and experiences so that learners get a realistic and accurate image of the elements in their surroundings.

Much can and should be taught in the classroom that pertains to the communities in which a student lives. Although much can be learned of the "facts" about various aspects of a community without ever having any first-hand experience with it, it is contended that little real understanding occurs in such instances - that the concepts formed are likely to be inaccurate and incomplete at best. For example, a youth on a field trip to a stream located beyond his home community, recently said, "I didn't know what clean water was." Perhaps, we all need experiences beyond the boundaries of the local community.

Field Experiences and Community Involvement

It has been noted that many young people are often frequently uninterested in what happens in their home communities. Their voting records

are often spotty, to say the least, and most fail to become involved in the community's economic and governmental affairs, its service organizations, etc. A vocational agricultural teacher once pointed out that there was quite a gap between the number of young people and the way in which they were represented in community activities. In his community, a small rural Montana town, a great effort was made in the high school to get students involved in community improvement and service projects. He pointed out that many students are very active while in high school, but that there is a long period between high school graduation and the point at which they settle down with their own families, when, between the ages of 25 or 30 years, they just are not a part of anything. "That's not good, and it's a waste," he said.

That young people and students often don't seem to care is of real concern, but communities can be found wherein they are a vital element, taking part and doing their share. They belong. The difference, it is suspected, is that these young people have learned a great deal about their communities and have studied them first-hand while in school. Student interest in environmental quality issues is particularly high in some communities, and this is probably because the science or social studies teacher has dealt first-hand with local environments and local environmental misuse. People usually get involved once they understand what is happening and how they can help. When they don't understand an issue and how their contributions might make a difference, they do not get involved.

Field Experiences and Community Pride

A community made up of people with little or no pride in their background or in their surroundings is probably doomed to decay. The "Foxfire" experiences, in which students were brought into close contact with earlier generations, have clearly demonstrated that students can be proud of their heritage. Developing a sense of pride is an important first step to community involvement and community improvement. Notice the polish that a teenager puts on his first car. Even though it might be old and the odometer "has gone all the way around." the pride shines through. Students can have this same pride in their neighborhoods and their towns, but they have to know them first, and that kind of knowledge comes from direct experiences in the community.

Several outdoor education writers (Donaldson, 1952 and Hammerman, 1961) have pointed out the need to help present-day students establish roots and a sense of place. People move frequently now, and the number of students who begin elementary school and continue through high school while maintaining residence in one neighborhood is small. Each time a move is made, more roots are broken, and it is important that they be re-established. Community studies which include a variety of well planned and directed field experiences are helpful in re-establishing these roots. Development of community understanding, pride, responsibility, and roots affords a strong rationale for the initiation of community study programs; however, there are other important reasons for establishing community study programs.

Field Studies and the Subject or Content Areas

There is more to providing direct experiences in community studies than directly understanding the community. Such experiences are effective in the achievement of certain objectives in science, social studies and language arts as well. Teachers sometimes undertake community studies for purposes that seem to be far removed from the objectives of "understanding the community" itself. For instance, an English teacher (Brown, 1970), who is attempting to teach students how to write a paragraph or essay, may undertake a study of air pollution control in the community in order to give the students something to write about. Eliot Wigginton, the English teacher who created the "Foxfire" program, believed his students should have a reason to write. (Wigginton, 1972)

Science

Science teaching objectives generally include development of comprehension, attitudes, and behaviours that specifically pertain to biology, chemistry or whatever the science currently under study. Students in a biology class who study their community first by noting the growth in numbers of people may better understand the relationship between population growth patterns and the growth they observe in a fruit fly or bacteria culture. The relationship between city sewage disposal decisions and aquatic life may be better understood when students get involved in a study of the local river and the hometown power structure. Is there a connection between public health, income, and neighborhood interactions? Students who have studied such problems are likely to know.

Social Studies

Community studies can be the real substance of several types of social studies courses. The history of ancient Rome may be enlivened if one draws parallels between study of towns in the present time and study of those within that time period. Students in a senior problems class are likely to learn much more about the way government works when they study the economic and environmental impact of a proposed power plan, airport, or highway than they would by listening to a third or fourth-hand description of a similar issue in some far-away place of a previous era. Student interest and understanding probably decreases in direct proportion to the increase in distance and time.

What better way to study economics and the flow of money than to investigate first-hand how a bank or a savings and loan institution operates or how you go about borrowing money to conduct a junior achievement program?

Health, Leisure and Recreation

Students can be told about the leisure and recreational opportunities and resources in their communities, but they will probably not follow up and use them without some clear guidance as to what is available

and how they might be used. Perhaps a survey of the recreational needs and activities in the community made by directly visiting the facilities or interviewing the people will point out "gaps." Such an activity can provide students with a greater appreciation of the opportunities available for use during their leisure hours, illustrating that it is not necessary to race off to nearby towns for entertainment. Likewise, students who have never before entered a hospital may be uneasy, even frightened, at the prospect of going there for treatment. Participation in a survey of local medical facilities, another first hand experience, may do much to ease the situation should it ever arise.

Music, Art, Theater & Other Arts

Teachers of music, art and drama also find that involving students in community studies is helpful in meeting their particular teaching objectives. Students may choose to describe or to express their perceptions of the community and its origins through art and music. The production of pageants or dramatizations based on the historical highlights of a community are particularly effective in helping teachers to meet certain school objectives. A mural painted on the wall of a downtown building which accurately portrays the community's past or present may be just the vehicle needed for a successful painting or drawing class. If done well, such projects can build community support and interest in the school program. Students who survey opportunities in the arts in order to determine what is available to them, who is most interested and proficient in the arts, and what kinds of help and opportunities are available, will be surprised both by the number of people they find and the quality of their talent and work. Involving community people in these study areas, demonstrates to the student that subject disciplines are applicable outside the classroom.

Vocational Courses

Recently, our schools have indicated a tremendous interest in occupations, employment opportunities, and vocational guidance. Some states even mandate such programs. All too often, however, school personnel and students are handicapped when it comes to really understanding how people "make a living". Some teachers have never held a job other than in the schools, so their understanding of occupations is quite limited. This writer participated in an in-service workshop several years ago in which 59 teachers zeroed in on the business and industry of their community. Comments like "I didn't think that any place could be that noisy," and "The size of the place overwhelmed me - it was like seeing the pyramids being built" clearly indicated that some of these teachers were having their eyes opened about the community in which they taught.

A variety of programs, specifically aimed at acquainting youngsters with employment opportunities and careers has been developed lately. Work study programs are now quite common. Project ABLE, "The World of Work," a Northern Illinois Program is one such program which focuses on community experiences for elementary school youngsters.

Community studies often include some aspects of the "world of work," and this may even be the central focus. What better way for teachers to move toward their objectives than through community studies in which students actively study work conditions, employment trends, business needs, and occupational opportunities.

Field Studies and the Critical Areas

Community studies are extremely important in helping students and society meet and adjust to several areas of critical need. The importance of such studies concerning occupations and vocations was mentioned previously. This nation has recognized that the root cause of many of its problems is the inability of young people to fit into the work system or to find gainful employment. Another area of critical importance is that of consumerism and consumer education.

Some states now demand that high schools offer courses called consumer education or at least integrate it into existing courses. Field studies and first hand encounters with the various institutions and businesses related to the purchase, consumption, and use of goods and materials may help students to determine what is right both for them and the country and to make intelligent decisions. Identifying sources of credit, determining energy alternatives, and gaining understanding of the legal system are all part of consumerism and important aspects of community study. Furthermore, such studies can also reveal the reasons why people so frequently make some rather "unintelligent" choices.

There are two additional areas of social need that are extremely important and that cannot be handled effectively in the schools without some community field experiences. The first of these, Responsibility Education, in the view of some, really encompasses and includes the second, Environmental Impact. For purposes of this paper, however, they are treated separately.

Responsibility

Responsibility education is an important topic in some secondary schools and represents a major focus of the Illinois Office of Education (Teaching Students., 1976). "And, it's catching on - it really is," enthusiastically states Rob Sampson, Assistant Manager of the Program Development division of the Illinois Office of Education. In Illinois, Responsibility Education has many aspects which include environmental education, legal education, consumer education and other divisions.

At an earlier time, Responsibility Education might have been known simply as "Citizenship." Most schools have long included several statements in their objectives that are related to student responsibilities-to themselves, their peers, their communities, and the world at large. Responsible citizens are the goal! Responsibility programs are based on the recognition that serious problems exist in society because many

citizens seem unable or unwilling to accept the responsibility for what they do. Many citizens appear to care very little about their effect upon others. Such social ills as crime, cheating, environmental insults, vandalism and the like are all symptoms and aspects of the problem of irresponsible citizenry. By placing a new emphasis on responsibility, through education, its proponents hope to ameliorate some of these problems.

Obviously, there is much that can and should be done in the local community to assist in meeting this objective. Some might say that everthing that is done in community studies is aimed ultimately at the responsibie citizen, and it may well be . A student who learns first hand about the origins of his community, its people or inhabitants, their needs, and the way the system works is more likely to assume his rightful place and his share of responsibilities than if he were to have no direct contact with the System.

Another exteremely important and related aspect of good citizenship or responsibility is that of providing students with problem-solving and leadership experience. Some go so far as to say that in the long run, the greatest good that will come from a field oriented community study is the opportunities for leadership experience provided the students and the encounters they will have with various people and situations.

A well-run study will provide dozens of opportunities for students to serve on committees, to direct, to organize, to make decisions, to present, and to report. While some teachers might assume all leadership responsibilities, the wise teacher will delegate them to students, knowing that they will make some mistakes and that the study may be a bit "rough" in places. Exposure to these experiences will go a long way toward helping to prepare students to assume their place in the communities in which they will eventually live.

Guidance for teachers who would help students to develop these problem-solving and leadership skills is to be found in Hungerford (1978) and Stapp (1976). They deal with investigative and action skills for environmental problem solving and with environmental encounter approaches to teaching and learning, respectively.

Environmental Quality

There may be no area in which field experiences in the community is more important than environmental education. The ecologically conscious citizen fully appreciates the following (Newsweek, January 26, 1970;---"Needed: A Rebirth Community"):

> It does a city little good to pass strict water-polution laws if another city upstream runs its sewers into the river. No state can legislate against the dirty air that drifts from its neighbor. A nation's laws for the conservation of ocean fisheries are useless if other nations practice no such restraint. Any rational

approach to a world-wide affliction such as pollution requires that national and local rivalries be put aside.

That, of course, is really the fundamental lesson that ecologists would have us learn: that people cannot seal themselves up as individuals or nations or species--like it or not, they depend on each other and on other creatures and things. What is needed, the ecologists suggest, is a rebirth of community spirit, not only among men but among all of nature. We can change our ways, says Rockefeller University's noted microbiologist Rene Dubos, only if we adopt a new social ethic - almost a new social religion. Whatever form this religion takes, it will have to be based on harmony with nature as well as man, instead of the drive for mastery. There was a glimpse of this new ethic, perhaps, and of man's predicament at last summer's Woodstock Music Festival. The overcrowding was horrendous. Food and sanitary facilities were scarce. The weather was terrible. 'If we're going to make it,' someone told the crowd, 'you'd better remember that the guy next to you is your brother.'

And not only the guy next to you, but the guy in the next century, too.

Through outdoor encounters in the community, students learn first-hand about the environmental issues, deal with the people involved, and assist in making decisions regarding these issues and conditions. Thus, they gain needed understanding and practice that will be useful throughout life. Simply participating in the development of an environmental impact statement regarding a change proposed for the home community, can do more to alert students to the long term ramifications of their actions than months of indoor instruction about far-away conditions.

Concern about energy supplies and the excesses in the use of energy also has implications for community studies. George Travers, Assistant to the President of Commonwealth Edison, Co., the utility that services Chicago, often points out, "...many people never really understand more about the source of the electricity they use than the outlet on the wall. They never look beyond." Studies that deal with community energy sources and energy use clearly can lead to an understanding of the problem and its potential causes and solutions. Recently a tremendous variety of teaching materials, much of which includes field experiences in the community, has been developed and distributed by the United States Department of Energy and its predecessors. (Smith, Crocker & DeRose, 1975; Merving and Crawley, 1975). It is in the realm of energy that first-hand field experience in the community may ultimately have its greatest impact. Clearly, we cannot expect to ameliorate social, environmental and resource management problems until we understand how they are related to day-to-day living in our homes and communities.

Teacher Development

A substantial number of programs have been developed over the years to acquaint teachers with their local or teaching communities, to interest them in doing community studies with their students, or to provide them help in doing so. Many outdoor teacher education workshops and courses have such an orientation. The first of these in which the writer was personally involved was conducted in 1966 when 59 teachers of the West Aurora, IL schools worked with three faculty members in outdoor education at Northern Illinois University to identify and catalog (by first-hand examination) all the potential teaching resources in the school district.

Recently, in October 1978, a teacher institute day program in Ogle County, Illinois dealt with community studies and community resources. At this institute, some 600 teachers focused on the theme "The Way We Use The Land." The group met to hear a keynote address delivered by a nationally prominent figure in environmental and outdoor education. He spoke on the topic, "Teachers Should Know Their Communities." The teachers, then, boarded 20 school buses and stopped variously at industrial plants, historical sites, power generating stations, farms, outdoor education centers, camps, forests, and the like. It was hoped that this effort would encourage the teacher to develop a greater interest in his own community, its beauty, and its resources.

Planning for this institute was time consuming and included these steps: (1) organizing the planning committee, (2) identifying people able to assist in organizing the program, (3) identifying hosts and tour stops, (4) identifying and briefing the facilitators guiding each bus, (5) developing a printed program, (6) describing all the resources available, (7) assigning each teacher to a tour in which he expressed interest, and (8) checking and rechecking times, schedules, and people.

Chapter Highlights

1. When attempting to "sell" the idea of developing a community studies project, you need to carefully and thoroughly present the following rationale:

   a. student knowledge of the community is important;

   b. first-hand experience is the best way to learn about the community. classroom generated concepts are only images until experienced in the field or the community itself;

   c. student first-hand experience with the community leads to community involvement;

d. student involvement in the community leads to student pride in the community;

e. student pride in the community fosters leadership for tomorrow.

2. When you assess the potential for a community studies project, you need to consider every conceivable possibility for skill development in terms of all subject disciplines as indicated below:

Music/Art	Murals, community pageants, festivals, museums, presentations, etc.
Social Studies	Historical and contemporary comparisons, economic relationships, environmental impact, decision making, planning, etc.
Science	Environmental studies, sewage, pollution, etc. Energy use, resource needs, ecological & social relationships, etc.
Health	Public health facilities, laws & regulations, resources, etc.
Leisure & Rec	Leisure and recreational opportunities, Hobbys, lifetime sports, etc.
Vocations	Employment opportunities, careers, educational agencies, etc.
Communications	Role of media, investigation of data gathering,& reporting procedures, etc.

3. When assessing the potential impact of a community studies project, you should be able to point out the potential relevance to both students and the community as presented in the following chart:

Study	Community	Students
Health Studies	Public Health	Personal Health & Safety
Consumer Studies	Consumer Goods	Consumerism
Environmental Studies	Environ. Protection	Env. Impact Statement
Labor Studies	Potential Employers	Potential Employees
Energy Studies	Energy Provision	Energy Consumers
Legal Studies	Community Law	Potential Law Makers

ORGANIZING FOR FIELD STUDIES

This chapter deals with themethods for organizing and conducting community studies. It is divided into three sections: (1) anticipating and overcoming deterrents, (2) organizing the field experiences, and (3) conducting the field experiences.

Potential Deterrents

A variety of factors will appear to hinder or even prevent a teacher, at any level, from embarking upon a community study. Such deterrents take various forms, and some of them may never be entirely overcome. Any teacher who steps outside the classroom to work with students will encounter problems and challenges that would never arise inside the classroom. It is always much safer and usually much easier for teachers to confine student activity to the textbook and to the four walls of the classroom, as this requires little planning, is likely to attract little attention, does not stir up any ripples, and is relatively free of risk. But those teachers who do get their students involved in experiences outside the classroom and in the community find the rewards extremely gratifying, and generally the results are clearly worth the extra work and effort that is required.

Peer Pressures

Teachers at the high school level often report that disapproval by their peers is a great hindrance to innovative teaching and the use of field trips and out-of-classroom experiences. The person who is involved in community studies is viewed by many as either "foolish" for putting in all the extra time and work required, or as "shirking his job," for some assume when the teacher takes students outside the classroom, he doesn't have to teach.

As in any other work relationship with your peers, the greatest aid to getting <u>other</u> teachers in the building on your side and getting them to help with the community study is to keep them up-to-date and informed about the project. Some teachers may wonder at your sanity for going off to study an aspect of the community, most of them, however, if kept informed, will be willing to give some help. The teacher should <u>ask</u> for this help. The teacher should schedule conferences with fellow teachers and include a student or two to deal with some aspect of the problem. It should be remembered that the teachers in the school are an important part of the community under study. Fellow teachers are generally informed citizens and can provide some very good suggestions regarding the people students should see and interview, sites they should visit, and the inequities or injustices in the community with which they should deal. Peer involvement helps to sensitize the faculty to the idea and to make the community studies

activity a part of the entire school program, rather than just a one teacher splash. Of course, the most effective way of handling a community study is to involve several classes and their teachers in the data gathering and analysis activities at the same time. That way, the teacher has allies and those who reject anything new automatically will be in the minority.

Liability

One of the questions that has yet to be answered is to what extent a teacher is responsible for the conduct of high school youths when they are injured or cause an injury. While the students who leave the school to gather data are engaged in an activity no more risky than many of those activities conducted inside the school (e.g., tumbling, working with power tools in the shop, or working with caustic chemicals in the laboratory) and certainly no more risky than those conducted after hours outside the school, the question of liability remains a very real concern.

Therefore, it is suggested that the teacher about to embark on a community study obtain copies of the state school code and the state school law and that he carefully read those sections dealing with field trips and torts. If you know the law, make some calculated professional judgments about it, and weigh the risks against the expected benefits, you will be in a fairly good position should an accident occur. When you neither understand the law nor the risks involved, you are in a poor position to defend yourself against a suit.

There are several precautions that teachers should take with respect to field trips: (1) they should plan adequately to pre-visit the site in advance and attempt to assess potential dangers; (2) they should warn pupils of the potential dangers; (3) they should provide additional adult supervision, if necessary; (4) they should obtain parental permission slips, and (5) they should obtain approval from the school administration. (Garber & Boyer, 1961)

Obviously the very nature of some community study activities will not lend themselves to satisfactory achievement of these steps. If, for example, you are engaged in searching for data about a person or place, you will not always be in a position to visit sites in advance or to assess potential dangers. In cases where small teams of students work on a particular aspect of the community study, the teacher should weigh the risks, taking into consideration the reliability and maturity of those particular students. Of course, you should involve parents in the process whenever possible.

Perhaps one of the most provident things a teacher engaging students in experiences outside the school can do is to secure a personal/professional liability insurance policy. These policies are usually relatively inexpensive

and can often be obtained as a rider on a home-owner's policy. They provide protection for the student harmed as a result of teacher negligence and guarantee that there will be money available to compensate him or her for any harm or injury incurred.

Actually the teacher's responsibility during field trips and community study activities is probably the same as in the classroom; that is, teachers working in the community are expected to exert the same degree of supervision and judgment that a reasonably prudent classroom teacher would exercise. If careful supervision and judgment are maintained, the teacher is not likely to lose a suit.

Administrative Resistance

Occasionally teachers asking to do a community study for a particular educational purpose are surprised at the initial encouragement they receive from administrators. The fact that some teachers are encouraged and are given freedom to pursue community study by administrators while others are not probably says something about the administrator's perceptions of the teachers. Some administrators are very comfortable when certain teachers try something out of the ordinary and very apprehensive when others do so.

The first step in overcoming administrative resistance is to stop it before it gets started. You should carefully plan objectives and methods before approaching the administrator for approval. Teachers who work in the out-of-doors are emphatic about this. The good administrator wants to know the following: (1) a rationale for the experience or the project; (2) the objectives that are likely to be reached and the reasons they can be reached more effectively through field studies; (3) the way the teacher will proceed and what the students will do; (4) what will be needed in the way of additional resources such as money, transportation, and other cost items; and (5) how he can help. Moreover, the administrator will want to know the answers to these questions in just that order. The administrator is responsible for the educational program for the entire school, for the effective use of student and teacher time and other school resources. Consequently, he is not doing his job if he does not demand this information. The administrator also has to account to several publics, which may or may not be supportive of such activities. It is important, therefore, that he have sufficient information to interpret the teacher's activities to each of these publics.

Do not overlook the possibility of utilizing the school principal or administrator as a key resource person. When conducting some kinds of community studies, it is possible that he will know the very person who has data vital to the study; a telephone call from the principal may readily secure an appointment for the team of students. He may also be able and willing to transport one team of students to a site to gather certain information, while the rest of the class works on another aspect of the problem at another site. A group of students poring over county records in search of the property upon which a new manufacturing plant

plans to build may get a cool or even unfriendly reception the first time they visit the county clerk's office. However, if the school principal is with them the first time, their task may be a bit easier. It should be remembered that some, although not all, school administrators want to get involved in the instructional program of their schools. Involvement in certain aspects of community studies often gives them just such an opportunity and allows them to offer help when it is really needed. If, after carefully presenting your plan, the administrator still resists or objects outright to the project, there isn't much more you can do. It should be recognized that some administrators, some communities, and some teachers are not ready to get involved with any aspect of a community study that takes the students outside the classroom. Possibly they have good and valid reasons. In such cases, you would be well advised to drop the entire idea for the moment. Above all, you should not go ahead with a series of field trips or investigations into the community without securing the interest, backing, and support of the school administration. The risks are too great, and the chances of accomplishing anything worthwhile for the students are small.

Time and Schedule Constraints

The time constraint of the daily schedule is probably one of the most frequently cited deterrents to community studies involving field trips at the high school level. "One can't do much in a 45 minute period away from the school," teachers say, and they are probably right. One teacher, who did a great deal in the way of individual and small team work in an advanced science class, managed to get this class scheduled for the last period of the day. That way there were no excuses to write to other teachers when students returned to the school later than expected. He said he spent most of the 60 minute class period writing permits to enable students to leave the building. It was of no particular concern to him whether or not they completed their work and came back 45 minutes or several hours later. Other teachers have used weekends and evenings almost entirely for activities. In some instances, attempts are made to gather a class together for certain activities, but in others the students work on their own individually completing assigned tasks in the community.

Double periods or other modular scheduling arrangements can help immensely by providing blocks of time, 90 to 120 minutes long. Even if scheduled only on alternate days, these arrangements are usually sufficient for most community study field experiences involving large numbers of students in a class. Such base blocks of time are also occasionally obtained by scheduling two classes (comprised of the same students) back-to-back. For example, an English class and a Social Studies class can focus on community activities that compliment the subject emphasis of both classes. The teachers, then, cooperatively conduct the community studies, each contributing in his own way to the joint undertaking.

Organizing for the Field Experience

Care should be exercised in planning and organizing community studies which include field experiences. The success of the experience is closely related to the amount of groundwork and preparation done beforehand.

Observe School Policies and Procedures

A comprehensive set of field trip policies and procedures should be adopted by the board of education and then implemented by the school. These should be comprehensive policies that cover several aspects of a community study program. When clearly stated, such policies enable the teacher to know just what can or cannot be done, the clearances that must be secured, the routines and the procedures that must be followed, etc. The advantages of having such policies are that the teacher knows the parameters; there is likely to be less misunderstanding about what is or is not permitted; much of the load on the teacher in the event of a liability suit is removed; and there is ample evidence of "planning" on the part of the school administration. Furthermore, adoption of a "field trip" or community studies policy indicates that this activity is important and valued by the board of education.

In most schools, it is not likely that the board will adopt a comprehensive set of field trip policies and procedures without having had considerable experience with them previously. More likely, such policies will evolve and become adopted piecemeal. The policies may consist of a number of statements and decisions scattered throughout board minutes, each covering a specific request made by a teacher or administrator. The teacher planning to implement community study activities should review the minutes of board meetings and the related documents to ascertain what policies have been established in the past.

From time to time and well in advance of making an extensive community study, a committee, composed of administrators and the teachers to be involved, should examine existing policies to determine what changes are needed and are appropriate. This committee should develop a comprehensive statement, complete with rationale,and submit it to the board of education for consideration and approval.

Such a statement should include:

(a) a preamble which sets forth the importance that the school places on experiences outside the classrooms;

(b) a justification for field experiences and the reasons for which they can or cannot be used;

(c) a limitations statement re: distance, travel, and time and the fees and payment for such costs;

(d) procedures to be followed in securing administrative approval, transportation, releases from classes that may be missed by students, coverage from other classes, etc;

(e) special supervisory expectations and requirements;

(f) expectations for teacher and student behavior while away from the school;

(g) fees to be collected - and/or the portion of the costs to be paid by the Board.

One school of thought suggests that a teacher may do whatever he wishes in the absence of a policy specifically prohibiting an action and that the adoption of such policies as outlined above, are likely to be more restrictive than helpful. However, there are compelling reasons that call for the adoption of a clear set of policies when engaging in community studies or any other outdoor education experience that takes students away from the school.

Correlate with Ongoing Curricula and Objectives

"Know your Objectives" is a maxim of utmost importance when ititiating a community study. The extra risks, planning, and use of student time, all demand that field encounters be directed toward the specific course objectives to which they are related. In an earlier portion of this paper, considerable attention was given to objectives as related to establishing a rationale for field experiences in community studies. The point to be made here is that each community study, large or small, comprehensive or very specialized, should be directed toward some particular curricular objective. Objectives may range from "understanding the community in which one lives" (a social studies objective) to developing reading, writing, or data gathering skills (English or language arts objectives). It is imperative, however, that the teacher and the students know the reasons for each field experience in which they participate. Each time a student or a class steps outside the classroom there should be a good reason for doing so. Mention of objectives may seem unnecessary, but there is little difficulty finding examples of students and their teachers who are on field trips without really knowing why.

Identify Sites and Resource People

The more the teacher learns about the community in which his students study and the wider the range of his contacts, the easier the task becomes of identifying needed human and physical resources. When the teacher is (1) very familiar with the community, (2) lives there, (3) is active in the community organizations, and (4) has a wide range of social contacts, securing such help will come almost automatically; it will be as simple as making a few telephone calls. When this is not the case, it may be a bit

more difficult. For the teacher who is not intimately familiar with the *community, the following* steps are suggested:

School Facilities

1. Examine the "community resources file" that the school has accumulated over the years.

2. Discuss your needs with peers and administrators. Go to other school personnel asking for suggestions about people and places.

3. Discuss your needs with students, and they, in turn, should discuss them with their parents.

Outside the School

1. Go through the telephone book, especially the yellow pages. (Wurman, 1972)

2. Contact community leaders and elected or appointed officials about the types of information being sought and the kinds of people that students would like to contact.

3. Go to government agencies and private organizations who deal with the topic you plan to study. If dealing with agricultural change, for instance, the most likely starting point for leads is the Agricultural Extension Agent. If your topic is history, then the library or the president of the local historical society may be the best place to start. If the study pertains to business trends or employment opportunities in the future, you should begin with Chamber of Commerce Officers.(Stehney, 1975)

Recognize that some community studies may center on the identification of people and places related to a topic. In such cases, the teacher need not provide a comprehensive list of places to see and people to consult. Developing such a list is part of the challenge for the students, and they will soon report that each person they talk to leads them to more resource people.

People with experience in community studies report that community residents are usually very willing to take time to meet with students and to assist them in their studies. While many community residents are reluctant to come to the school to meet with an entire class, they are usually willing to be visited by a team of students. Although most resource persons will be interviewed only once or twice, in some types of community studies the assistance of a person with a specific interest in the topic, may be solicited throughout the entire study. For example, the teacher might ask a

member of the historical society to meet regularly with the students, assist in making assignments, schedule interviews, determine what data are needed, and actually provide direction and leadership for the study.

Informing People and Building Support

It has been said over and over again that schools do very little to publicize the good things they do; consequently, much of what is found in the media on schools is critical in nature. Since community studies usually involve many people and several publics, it is important to establish a deliberate, systematic program that keeps all publics well informed. Well informed publics are less apt to incur suspicion for and/or resistance to community studies.

The process of building community support for the community studies program, especially when a large number of first-hand experiences are to take place, is a continuous one. Care must be taken to ensure that the residents of the community are regularly informed of the purposes and progress of the study, and every opportunity should be taken to provide them with that information. While a team of students should have the responsibility for "getting the word out," the best builders of support, if they are courteous, well mannered, and businesslike are individual students working on a daily basis in the community.

School Personnel. When a class of students undertakes a community study, they go in and out of the school building from time to time and in so doing may cause disruptions. They may need to be excused from other classes; they are sometimes in the halls when classes are in session; and they may be around the school at unusual times. They may have to be in the business office, using the telephone or carrying materials in and out. They may even have to consult with their peers at inconvenient times. Employing memos, the usual communication channels, and conversation to keep school personnel informed of what students are doing and why they are doing it helps smooth "ruffled feathers" and occasionally elicits an offer of help.

Parents. Parents must be kept informed of their youngsters' activities, even when they are of high school age. Preparation of a regular "parent update" on the purposes of a study and its progress is a very worthwhile assignment for a team of students. The wise teacher will remember that students often fail to deliver such communications and will make careful provisions for delivery of each "parent update."

The Media. Most newspapers have a person assigned to the schools; generally, this individual is interested in education and wants to give the schools a "good press." The teacher engaged in a community study, whether all-inclusive or dealing with a topic as narrow as the use of returnable beverage containers, has news to offer the media, and it is usually quite positive in nature. The teacher should contact the newspaper person assigned to the schools, meet him, and arrange to have the

students meet him; contact should be maintained both during the planning stages and throughout the study. From time to time, it is good policy to request that a student team prepare a press release on the study's progress; in that release, students may ask for the help of those able to provide data and time. The response generally will be surprising. As the study nears completion, it is important to discuss with media representatives how the findings can best be disseminated.

When the groundwork has been poorly laid and the public lacks understanding of a community study, many difficulties may arise. Hostility or suspicion may be encountered when a "nosy student" comes around and asks all sorts of questions. The question then asked is "Why aren't these kids in school?" Such questions may be followed by a call to the school office, in which case the entire project can be jeopardized. Clearly, the "undercover" type of investigation is not for high school students.

Involving the Entire School

The wise teacher will recognize that curricular objectives in nearly every subject area or school department can be addressed via community study. He will also recognize that every teacher in the school should have something to contribute to the study. It is important that this help be obtained. Quite often an interdisciplinary team of teachers working in a cooperative project can focus on a study of their community which involves students from several courses.

Provide Direction

It should be recognized that preparation for an open-ended study of a community will demand more of the teacher's time than preparation for a study in which the students focus on a narrow topic and deal with a very specific set of questions.

Several guides have been developed for the latter type of study. Included among them are (1) "A Guide for the Study of a Cemetery," Tips & Tricks in Outdoor Education, (Swan, 1978) (2) "An Environment Impact Study," Illinois Wildlife Federation's Conservation Curriculum Guide, and (3) "The Shopping Center" (VandenHazel, 1977). These guides are useful for data gathering on a very specific topic and help to insure that students obtain the needed information and make appropriate observations. They may be particularly useful for a group of students who lack experience in such work.

While it may be occasionally appropriate to use one of these guides as it comes, it is suggested that students and teacher examine those that are available and then develop their own guides. When interviewing, it is important that students pose the same questions in the same way, particularly if a large number of students are involved. Use of guides and standardized interview formats, then, becomes essential; otherwise students spend much of their time retracing steps and trying to determine how each response fits.

The weakness of this approach, is obvious, for much of the learning is in determining what questions to ask and what information to seek. In an open-ended investigation, one question frequently leads to other questions and to more and more answers. It bears repeating, however, that an open-ended study requires more of the teacher and much more of the student's time for discussion and planning "next steps" than the study directed along the lines set forth in a guide.

Prepare for the Follow-up

Preparation for the follow-up of a community study begins with the initial beginnings of the study. What you intend to do with the outcome, the data, and the report will determine how the study will be conducted. It is rare that a "report" with something in the way of recommendations is not warranted. For instance, a study identifying the sources and the effects of air pollution in the community should produce something of interest to local environmental protection authorities as well as elected officials..

A study that deals with community housing development patterns should be of interest to the zoning commission or the regional planning body. An Environmental Impact Statement on a proposal to change the flow of a stream bisecting a community would certainly be of interest to residents living along its edges. These reports, however, should not be permitted to be the "tail that wags the dog." The teacher must bear in mind that it is the process that is most important; that is, the reason a teacher engages his students in a community study is to provide them with an encounter and an experience. The outcomes are secondary in nature.

It is important that teachers report their findings to the people who have cooperated and assisted the students. These people gave of themselves and their time and they are entitled to know what was found or what was learned. Moreover, a well-done report by the first group working in the community paves the way for other students and projects that will follow. Finally, the findings are of interest to the media and should be made available to the study's media contact.

A very interesting and worthwhile aspect of the ESEA Title III project CREATION in LaSalle Peru High School, Illinois, which focuses on a series of environmental encounters in the community, is that the data obtained in making a study become a part of the record which provides subsequent students with background material relevant to new studies. Eventually a great deal of information on the home community, all generated by students, becomes available. Additional studies, then, can probe more deeply into the issues and problems. (CREATION Teacher's Manual, 1974)

Organization is important in any reporting procedure. It should be recognized that it will take time for students to develop their report and to bring it to the level of perfection required for dissemination. If properly organized, there is no excuse for delays occasioned by not having the binders or the cover ready.

Keep Records

Several types of records are needed. One is simply a record of who did what and when. Appropriate forms should be developed to record the time used in discussions, the material discussed and the particular students sent to do which interviews or to gather what information. You should expect to have to account to the school administration for your time and your students' time. If you have such records, they will prevent an individual from being interviewed three times in one week by several students all asking the same question.

Another form of record keeping is required for the information that the students gather. It is recommended that a file be established with this purpose in mind. Topical headings, in accordance with the study outline, should evolve. Students should be required to file a very brief statement immediately after each interview or activity and to "write up" the results of the session in detail as soon afterward as possible. The write up should then be filed. Such files can be very valuable, even after the particular study is concluded. Students doing the next study may want to refer to these files; moreover, such files constitute an on-going collection of information about the community for all students in the school. A standardized format for this would be very helpful over the long term.

It has been mentioned that an important aspect of CREATION is the data gathered which can prove useful to subsequent studies. Another side benefit of student community studies is the identification of people and resources of benefit to the school's needs. For example, students may interview a resident who has traveled widely and would be available to speak on Nepal to a class studying Nepal. If proper records are kept, that information will be on file. Some studies focus entirely on the collection of data about potential teaching resources in the community, especially when conducted as inservice activities for teachers.

Conducting the Field Experiences

The number of items that teachers and students must keep in mind when conducting a community study is almost endless, and decisions made or not made about any one of them can have a marked effect upon the study and what students gain from it. Bear in mind that as students work to gain knowledge of their community and its inhabitants, the community gets an impression of the students and the school as well. That impression is extremely important.

Student Conduct

All students engaged in a community study should carry some type of identification that indicates who they are, what they are doing, and the name and telephone number of the person at the school who may be called

if community members wish to check further on a student in the community. Furthermore, they must be courteous and accommodating. They must appreciate that they are imposing themselves upon the community and that they are, therefore, guests. Good student conduct requires judgment for each different community situation. A visit by an unshaven, unkempt or discourteous student to the mayor's office or to an executive of the city's largest corporation may be cut short and follow-ups may be entirely unavailable. The dress that is appropriate for such a visit is not appropriate, however, for a trip to measure the largest trees growing in the city's forest preserves. Most students of high school age know all this; however, the few who don't or who resent such conduct expectations can ruin a study. It is, therefore, necessary to mention conduct standards.

Student Sensitivity

A community study provides an excellent opportunity to sensitize students to people, their similarities and differences, their needs and their mores. Before students have any contact with people in the community, a discussion should be conducted that will sensitize them to the "feelings" of the people with whom they will deal. Great care must be taken to avoid squabbles, arguments, and racial, social, or cultural slurs. Students must learn to be sensitive to the feelings of all people, treating them with equal respect. Some teachers contend that the development and refinement of this sensitivity to others and to their emotional needs is the greatest good that comes from bringing students into contact with the community.

Student Interview Techniques

Much of the data gathering activity in a community study centers around the interview. Interviews will often be conducted by individual students, at other times, by a small group of students, and occasionally by an entire class. Interviews may take place "on-site," in the schoolroom, or in some other place. Students should practice interview techniques beforehand, observing or practicing mock interviews before going into the field. There are several guides to interview techniques available to teachers; one of the shorter ones is found in the Illinois Conservation Curriculum Guide. In the long run, the development of good conversational skills and interviewing techniques is often of equal or greater importance than the data obtained.

Recently, good use has been made of tape recorders in the interviewing process. Of course, good judgment has to be exercised when using tape recorders, for some people hesitate to speak freely if being taped; however, most "forget" the recorder after a few minutes. Do not, however, tape an interview unless all parties know that a tape is being made. This is both a matter of ethics and a matter of law in many instances. Immediately after the interview, sit down and write out interview results or impressions. Some teachers have a regular routine they employ in debriefing and getting interview results down on paper.

Student Interest

Since student interest is usually high when students are involved in studies, motivation is generally not a problem or a concern. Nonetheless, the teacher should monitor the level of student interest closely and adjust assignments and routines accordingly. The point at which student interest may begin to wane is during the development of the report or in the follow-up stages. Try to get as much of the reporting done as possible during the study rather than putting it off until the last. Consider variations for developing the report. Perhaps, it would be more appropriate and more interesting to do a multi-media presentation than a written presentation. If students can see a practical application for the report, and if the teacher doesn't throw in too many distractions, maintaining high student interest should not be difficult. (CREATION, 1974)

Student Supervision

The supervision of students is of greatest concern to some teachers; this subject should be discussed by the teacher and the administrator before proceeding with a community study. Obviously, the teacher cannot and shouldn't expect to be with each team of students as they conduct interviews and gather data at various points. For example, a teacher recently said to the writer, "Right now two of my students are in the offices of Mr. "X," interviewing him about the projections that his company is making for use of electrical power in the next decade or two, and I'm here 200 miles away at this conference." While this is as it should be, many teachers and administrators would shudder at the prospect. Yet high school students can and should be permitted to work on their own, to complete an assigned task away from the school. Prudence and accountability, however, demand that the teacher know at all times where his students are, what they are doing, and why they are doing it. Solicit assistance from the local school administrator, other faculty members, and aides, to help provide supervision for those students who must be closely observed. Determine which students are ready to work on their own without someone looking over their shoulders and give them the chance to do so. Have a supervisory plan for the project and update it regularly as you go along. One popular approach to supervision is to use the pyramid or "military" organizational procedures wherein a small group of students are responsible to a team leader, and several team leaders are responsible to a "captain," etc.

Teacher Do's and Don'ts

a. Keep the study on track and on a scale commensurate with the ability of the students. There may be a temptation to attempt to deal with everything and everyone in the community but the students can handle only one small aspect of the community within the time available.

b. When transporting students, use public transportation whenever possible. When students are transported in private vehicles develop a system and be certain that the drivers have proper clearance and insurance.

c. Check into the school insurance coverage. Get insurance riders, if necessary, to cover the students when they are away from school on school business.

d. Don't expect to change things in the community immediately. While some changes do occasionally result, especially when students are dealing with an environmental situation or are working on a civic betterment project, concrete change is not usually the objective or the expected outcome of a community study.

e. Give credit whenever you can and accentuate the positive. Avoid judgments, particularly negative ones regarding study findings.

f. Don't make a nuisance of yourself or permit students to do so, and don't allow students to impose upon people too often. Use care in the frequency with which individuals are contacted and in what is asked of them. Be sensitive to the community residents' time, feelings, and resources.

Follow-up On the Field Experiences

Much of what may be said about following on a field experience was set forth in the section of this paper titled "Preparing for the Follow-up," and the reader is encouraged to couple what was said there with what follows.

Once a field experience has been completed is not time to give a sigh of relief; on the contrary, this is when the most interesting work begins, the time when students attempt to analyze the data they have collected, attempt to grasp the total picture, and attempt to develop ways by which they can communicate and interpret what they have found to others.

Additionally, you will find that the benefits of the study will extend throughout the entire year, and as classes are conducted you will find frequent opportunity to call attention to the experiences of the community study, to tie the community study experience to the subject under study in the classroom.

If Community Studies are to be conducted on a regular and continuing basis in your school, the library may be an appropriate focal point for such activities. Consequently, the library staff should be involved from the beginning in each study, as the library staff can provide insight into the resources available in the community and the kinds of data and records that should be kept on file in the library.

An integral part of record keeping should be photographs usable for reference and publicity, cassette tapes of interviews conducted by students, the worksheets developed by students, and the final reports. When community studies are conducted for over several years, such files will be invaluable resources for students, teachers, and the entire community.

Chapter Highlights

When initiating a community study which involves field experiences you can overcome potential deterrants by doing the following:

Peers	Keep your fellow teachers informed and call upon them for assistance. Informing your peers can make allies out of potential critics.
Administrators	Carefully develop your plan and present it to school administrators well in advance. Attempt to enlist your administrator as a partner in your community study.
Liability	Become familiar with the potential "liability" problems associated with field trips and take precautions to assure the safety of your students. Carry personal/professional liability insurance.
Time & Schedule	Look into the possibility of modular scheduling arrangements. Can cooperative arrangements be made with other teachers for longer blocks of time when they are needed?

When you plan the community study, carefully consider these areas:

School Policy	Know and observe the school policy that pertains to field experiences. Work well in advance to get policies changed, if necessary.
Objectives	Establish clearly defined objectives for the community study. Communicate them to administrators, peers and STUDENTS.
Sites & Resources	While identification of sites and resource people may be a part of the study itself, the teacher must lay some of the groundwork in advance.
Informing People	Keep anyone who might have an interest in the study informed. Develop a standard system for keeping everyone informed.
How much Help?	Decide upon the system you will use for giving direction to your students. Will you and your students develop detailed study guides? Or will you conduct an open-ended study?

Follow-Up	Plan to follow-up on the community study in the classroom throughout the remainder of the year. Know how you will follow-up before the study begins, otherwise you may limit follow-up activities.

You will want to counsel your students to assure appropriate behaviors as they arrange encounters with resource persons in the community. Areas about which you should be concerned included the following:

Student Conduct	Students represent you, the school and themselves to the public. Know what image you want them to project.
Sensitivity	While the community study is an opportunity to learn about people, students must be sensitive to the rights, feelings, and needs of those with whom they come into contact.
Interviewing Techniques	Practice interviewing techniques before beginning a study. Develop rules and guidelines for the students.
Student Interest	Be on the alert for signs of waning interest on the part of some students. Shift gears and approaches to avoid disinterest. An important role for the teacher is that of serving as motivator.
Supervision	Have a supervisory plan, and keep students, peers and administrators informed about how you will provide needed supervision for your students, even when you are at some distance from them.

Exemplary Field Experiences

Some exemplary field experiences or projects which can be incorporated in a community study are described in the following pages. This is not intended to be a comprehensive list, but it is a list of ideas and suggestions that have provem effective for teachers engaged in community studies.

The Environmental Impact Study

The Idea or Rationale. The National Environmental Protection Act (NEPA) requires completion of an Environmental Impact Statement (EIS) before beginning work on major projects which can have a significant environmental impact and which involve federal permits, funds, and personnel. Several states have similar requirements. EIS's are available for review by Environmental Protection Agency personnel and interested persons, including teachers and students. Persons concerned about (a) the adequacy of the study on which the report is based or (b) the sufficiency of the attention given to areas of potential environmental impact can force a public hearing in which those proposing the change must respond to any questions and challenges. If in the opinion of the hearing officer or judge, the EIS is inadequate or if the environmental impact is likely to be excessive, the project must be stopped or modified. Such statements help to assure that the effect of the project is known beforehand. Students can be involved in the process in two ways: (1) by examining studies made by others and making decisions about their adequacy, and (2) by developing environmental impact statements themselves for real or even imaginary proposals.

Examining Statements. Environmental Impact Statements are filed with libraries in communities near the proposed project and with environmental protection agencies. Copies may be used in the libraries; also, occasionally an EPA office will have more copies than it requires and will make them available to teachers. Students should study these statements, interview those responsible for making them, and actually visit sites to note conditions for themselves. Students should try to determine if the statement is adequate and if sufficient attention has been given to the potential environmental damage. If they find that the statement is inadequate, they may, as individuals or as a group, request a hearing as provided for by law.

Developing Statements. Teams of students or individual students may develop an Environmental Impact Statement for a project that has been proposed for their community or on the local school ground. Students may develop real proposals under consideration by authorities, or they may develop "make-believe" proposals. The studies that students conduct may be superficial, requiring only a short time to complete or they may be long-term projects which compare favorably with those conducted by professionals. Each impact statement includes the following components: (a) a statement about the proposed change and the work or modifications that will ensue, (b) the reasons for the change and the benefits to be derived, (c) the effects of the change, both in the short and long term, upon various aspects of the environment, (d) an assessment of the magnitude and importance of the impact, and (e) possible alternatives. Examples of real EIS's in which students have recently been involved include the following:

1. the environmental impact of a shopping center constructed in Northwestern Illinois,

2. the environmental impact of changing an "S" curve on a highway near a city park,

3. the impact of constructing a third bridge for highway traffic across a river flowing between two cities.

Examples of "make-believe" EIS's in which students have recently been involved include the following:

1. the environmental impact of placing a "fast food" outlet on private property across the street from a high school,

2. the environmental impact of converting a "teacher's parking lot" to tennis courts,

3. the environmental impact of adding classrooms to the north wing of a school building,

4. the environmental impact of converting the streets in a neighborhood near a school to "one-way" streets, some of them which would be closed during school hours.

There is yet another approach to this very usable technique, that should be of particular interest to teachers in social studies or social problems courses. It is called the "What If's of Environmental (or Economic) Reform" (Council Population & Environment, 1972). With this approach, students study problems, first-hand, to determine "what if's"; for example:

1. what if this community (or state) passed a mandatory deposit law on beverage containers?

2. what if students are prohibited from driving on city streets after 9:00 p.m.?

3. what if land planning and zoning ordinances were enacted in this county?

4. what if this community established a paper recycling program?

The Shopping Center Study

In many urban communities the shopping center, often covering many acres, has replaced "Main Street" or the general merchantile store of an earlier era. An analysis of the shopping center and how it works can prove quite revealing to students. Moreover, it is a project in which the teacher can involve an entire class or more should he choose to do so. Among the "guides" available for the study of a shopping center are those of Bessel J. Vandenhazel and George Donaldsen (1972, 1978).

Vandenhazel, an instructor at Nipissing University College, North Bay, Ontario, Canada, draws an analogy between a city and an organism, pointing out some two score types of study sites found in a typical large city. One such site is the shopping center, which affords opportunities for a large number of activities; the following are representative of the possibilities:

1. a parking lot survey,
2. a building materials survey,
3. an energy use, energy waste and/or mall conservation study,
4. an aerial photograph study of the site,
5. an occupations/educational requirements survey of people working in the shopping center,
6. a classification study of a shopping center stores and their products,
7. an area measurement study,
8. a beautification study involving methods of beautification used in the shopping center area,
9. a social functions analysis re: the shopping center, and
10. a country of origin analysis of products sold in the shopping center.

Vanderhazel provides a list that extends beyond the length of the alphabet. He provides detailed guides for activities ranging from (a) map-making, to

(b) counting, to (c) determining the transportation routes used by people to get to and from the shopping center.

When working with a shopping center study, you can place the emphasis wherever you wish (environmental, economic or social); Vandenhazel suggests that students who participate in such a study should actually use the center and get to know first-hand the people who operate it (1977).

Oral or Living History

The "bi-centennial" triggered many "living" or oral history projects in communities throughout the country (Shetter, 1976). The tape recorder, although not essential, has recently helped to change the character of such studies. Oral history projects have long been a favorite of teachers wanting to bring their students into closer contact with the people in the community. History is usually considered one of the safer topics for a community study. Moreover, the elderly, who usually contribute most to such a study, generally have the time and inclination to work with students.

When conducting an historical study of the local community, you should determine if any have been done previously and locate the findings. If the findings are available, they will provide a good starting point and useful information upon which your students can build.

When planning an historical community study, there are certain basic steps to be followed (regardless of community size).

1. Identify several people who have lived in the community for a long period of time; ask them to meet at the school, if possible, with the students who will be involved. Ask them to provide an overview of the community's roots and a list of people who might contribute to the community study.

2. Subsequently, develop the study plan, the strategies to be employed, and the form the report or historical study may take. If the product is to be an "oral" history reporting what the "old-timers" have to say on tape, greater care will have to be taken in the interviewing process than if the tapes are used only as a means of recalling what was said in the interviews.

3. Organize student teams who will arrange to do the interviewing, the library and documents search, etc. Try to keep responsibilities equal and permit some freedom for students to explore new leads and follow up on any others they might discover.

4. Consider ways and means of disseminating the information. In some communities, the history is published as a "soft-back" book and sold. Such strategy sometimes helps to recover a portion of the costs of the study.

The point to be made here is that historical community studies should be given a high priority in communities where they have not been before The people who can recall events dating to the turn of the century are now elderly and represent a very valuable educational resource that will be lost when they die. Taping what they have to say now may be very valuable to students at a later date.

There are side benefits to a study of this nature. Students get a chance to meet the "old-timers," and students are given a chance to contribute. In turn, old-timers often develop respect and admiration for the teen-agers and firm friendships sometimes develop between them.

"Foxfire" Types of Community Studies

The work of Eliot Wigginton at Rabun Gap, Georgia and the "Foxfire" magazine and books have inspired teachers throughout the country to undertake similar programs in which students deal with the historical and culturally traditional aspects of their communities. (Wigginton, 1977) Wigginton began more than a decade ago hoping to encourage his students to write and to enable them to see a purpose for going to school. The idea has since spread and there are now dozens of "Foxfire" type publications in high schools throughout the country. There is even an association of persons involved in this form of experiential education. In an effort to help teachers implement a "Foxfire" type of program, Wigginton has written such books as Moments: The Foxfire Experience. His followers also have written books on the subject of community studies. You and Aunt Arie: A Guide to Cultural Journalism, by Pan Wood and other students at Kennebunkport, Me. is one such book students may use as a guide to initiating such community studies. (Wigginton, 1977)

The "Foxfire" idea began when Wigginton proposed that his class throw out the English text they were using and start a magazine of one issue only in which all those in the class would participate. The material would come from students interviewing their parents, relatives, and the old-timers in the community about their lore and the way they did things. Enough money was raised to print the first 600 copies of the magazine; they were sold out in a week, and 600 more were printed. What followed this experiment is now widely known.

While there is quite an emphasis on folk-lore and the practices of the mountain people in the "Foxfire" materials, they also contain a down to earth practicality. Other teachers may or may not wish to use folk-lore as their emphasis. The point is Wigginton and his students focused on the things that were important to the people within the Appalachian community and that probably accounts for much of their success.

The Litter Survey

An interesting approach to environmental studies that has received considerable attention (McCollum, 1977:) deals with what has come to be known in several states as the "bottle issue." It focuses upon the impact of using non-returnable beverage containers and the means for encouraging consumers to select returnable containers and thus produce less litter.

McCollum suggests that the students get into a variety of activities relating to the production and ultimate disposal of what is called "solid waste," one form of which is the beverage container. In such studies, students do a variety of projects. The following are examples:

a. Making a "roadside litter analysis," wherein litter collected along a given segment of a road or street is analyzed by weight, composition, and source.

b. Interviewing consumers as to their preferences for containers and the possible effect upon their buying patterns should deposits of 5, 10 or 20 cents be required.

c. Analyzing the decomposition rates of various forms of beverage containers.

d. Operating recycling centers.

e. Undertaking major studies in which students attempt to learn the environmental, economic, and social impact of "bottle bill" ordinances.

McCollum's student resource guide Your Life and Mine and the teacher's manual describe a variety of projects aimed at environmentally improved life-styles.

Project CREATION

CREATION (Concern Regarding the Environment And Technology In Our Nation/Neighborhood) is a Title IVc ESEA environmental education project which has recently become a component of the USOE National Dissemination Network providing a one or two semester high school course. It contains over a dozen environmental problems and issues which deal directly with the local community. Obviously, a school that adopts CREATION materials and techniques will select the units most appropriate for its own community.

Students work in small groups or teams under the teacher's direction to learn as much as possible about a particular issue in their own community. Interview techniques include use of the telephone; bringing residents into the classroom; and use of locally produced background materials such as local newspapers, governmental reports, plans, local documents, and field trips to view or to study the problems on site.

While the CREATION units, could be readily used as part of an on-going science or social studies course, the CREATION staff is reluctant, at this point in 1978, to make the materials available. They wish to keep intact the concept of a high school environmental course.

The CREATION concept could be used, with little difficulty, in the study of almost any aspect of the community. The greatest contribution the program makes, perhaps, is that for purposes of reporting, students use a variety of media ranging from written reports to video-tape programs. These become the basis and background for subsequent studies made by students.

When CREATION was begun, emphasis was placed on the use of sophisticated equipment, but experience has demonstrated that this is generally unnecessary. Students do very well using tape recorders and simple cameras.

Access to Excellence

An important aspect of Chicago's Access to Excellence Program is the Career Development Center Network which is comprised of a number of functional learning centers planned in coorperation with public and private businesses, agencies, and other organizations. High school juniors from as many as 20 to 25 different high schools make up a class and participate for one semester, each afternoon for 2 to 2 1/2 hours.

There are two underlying themes in the course, environment and careers. Obviously there is much overlap in these two themes as all students are concerned about themselves and their futures, and most are concerned about the environment in which they will live and work.

Students are introduced to potential careers through discussion, role-playing different types of employment, job-application procedures, and on-site exposure to the skills and temperments requisite for a given job.

Students get a firm grounding in the fundamental concepts of ecology, energy, and energy systems. They then move into the environmental problems of the city and conduct community surveys. After obtaining ward maps from the Board of Election Commissioners, they determine which part of their own ward they wish to map and study.

After about three weeks, students are introduced to the module concept. This is an independent study guide which deals with a particular environmental or energy-related area. Students select, according to personal preference, a module upon which they wish to work, and they usually work in groups of 2 to 5 students.

The steps for completing each module include the following: (1) selecting the module; (2) developing an independent study contract; (3) reading and gathering background information; (4) making appointments with appropriate businesses, agencies, and individuals; (5)

conducting interviews; (6) conducting additional activities necessary for completion of the module such as community surveys, experiments, and trips; (7) writing group and individual reports.

Students make their own appointments. In consulation with the teacher, they choose agencies or businesses to visit from the list in the community resource guide prepared by the staff. The guide lists more than 100 businesses that have agreed to cooperate with the career centers. Many of these companies or agencies are delighted to participate in the program. Included are city agencies like the Departments of Environmental Control, Street and Sanitation, and Public Works. The U.S. Environmental Protection Agency and the Illinois State Attorney's Office also participate, as well as large private concerns such as U.S. Steel and Commonwealth Edison.

Occupational Studies

A survey of the occupational opportunities in a community is occasionally undertaken as a community study. The reasons for conducting such studies are evident: students need to know how they can "fit into" the employment picture of the community, and employers want students to prepare themselves for the jobs and positions that will be available.

Such studies can be confined to a simple survey of the present work force and examination of its characteristics, its employment opportunities, and the preparation needed for entry into the work force. (Regional Office Education, undated)

Of course, the study can go farther than this, for students working in large or small groups, may visit work sites to observe men and women at work, to experience or observe various forms of employment interviews, or even to actually work on the job and gain experience. In a very real sense, the high school work-study program constitutes a type of community study and is a prime example of learning through doing. (Hulst and Wark, 1975)

Planning Projects

There are a variety of ways a study can focus on a plan for orderly community growth and development. When teachers and students get into such projects, they are taking part in making their own future. Many people have recently become concerned about the form of developments in their cities, and they now want to have a "say" in giving community develoment some direction. (Gallagher, 1978) Recently, several workshops have been held to involve high school teachers in regional planning efforts and to provide such teachers with methods for introducing the concept to their students. A Guide for Teaching Regional Environmental Planning is a product of such a workshop held at Michigan State University. More than 50 teachers participated in this workshop.

Other Community Studies

There are so many approaches, techniques, or topics which are applicable to community studies that all of them cannot be included here. However, a few additional approaches are briefly mentioned below:

Mapping the Community. Using various techniques, teams of students can map portions of their community. All teams must use the same scale so that when the work is done the maps can be matched and put together, providing the school with a large detailed map of its resources and service areas. Pictures of this map can be taken and then enlarged, producing reproductions used by other students and citizens.

Community Betterment Project. Students can get involved in operating community improvement projects, recycling programs, cleanup efforts, or beautification projects. Some have been cooperative efforts, wherein, students furnished the labor and a local service club furnished the funds.

Knowing City Hall. In such a study as this, students analyze the various aspects of city and county government and the various agencies serving the community. Knowing City Hall is a good unit for a civics or government class. It results in better informed students and can produce a Guide to the Governmental Activities of Our City. When conducting a study like this, don't forget the schools. They use the greatest portion of taxes in most communities, and much learning regarding city government can be derived from an analysis of the school/city relationship.

The State Capitol. The traditional student trip to the state capitol, usually conducted in mid-May, is yet another form of community study. There is much to be learned by such a trip, but students don't always learn as much as they might. This problem was ameliorated (Gaul & Kynell, 1975) by using a "student study guide" which required students to make observations on the way to and from the capitol, as well as at the site.

Farms and Farming. Many elementary school students go on a farm field trip, but seldom do rural high school students really get into the study of the farms in their area. Since the farms of many small communities provide the economic base, one suspects that much more could be studied by high school students than is generally the case.

Architectural Studies. A very specialized form of community study of great interest to students in a building trades class is a survey of the community's architectural styles. Most teachers and students involved in architectural studies have been surprised at the variety of styles to be found in their communities. (Hammersley, 1969)

The Adventure Trip. Some forms of adventure trips fit into the context of community studies; many represent an extension of the study of places beyond the boundaries of the local community. Adventure trips

include ecological studies in the wilderness, historical studies on the eastern coast, and trips to an urban or rural environment. Some of these trips last a day or two; others may require weeks,

Futures Planning. We don't know if anyone has done this, but the idea seems a good one. Since there has been interest shown recently by several states (Edgerton, 1978) in futures planning, it would seem that futurist techniques could be applied to a community study at the high school level. In this kind of study, students from one or several schools, would examine current issues or conditions in their communities, determine what community goals should be, and then develop a program to help achieve those goals. Students might deal with economic development, education, government, environment, and any of several other areas. While such a program might appear a bit ambitious for most teachers, there is no reason why it could not be done. After all, the students in our high schools now will be making the decisions about our communities in the year 2000. It is only fair and reasonable that they be exposed to the decisions that will determine what they have to work with in the future.

Chapter Highlights

Many kinds of activities can be incorporated into a community study; you will have your own idea about what your particular students can or should do. Additional information about the field experiences described in this chapter may be obtained from the sources indicated below:

The Environmental Impact Study	Illinois Wildlife Federation. Illinois Conservation Curriculum Guide. Blue Island: The Federation, 1974. 76 pp. (includes ditto masters) $3.50
	Swan (ed.) Tips and Tricks in Outdoor Education. Danville: Interstate Printers & Publishers, 1978. 190 pp.
	Burchell, Robert W and Listohn, David. The Environmental Impact Handbook. New Brunswick: Center for Urban Policy Research, Rutgers Univ., 1975. 234 pp.
The Shopping Center Survey	Vandenhazel, Bessel J. "Urban Studies Workshop, Shopping Center Guide." Northbay, Ontario: Nipissing University College, 1977. 10pp. (mimeo)
	Sellet. K.N. "Science Club Studies a Shopping Center, The American Biology Teacher. 34:131-3, March 1972
Oral or Living History	Wigginton, Eliot (ed.) The Foxfire Book. Garden City, NY: Anchor Press/Doubleday, 1972. 384 pp.
	Shetter, Virginia (faculty sponsor). A Personal Viewpoint 61061. Oregon, IL.: Oregon High School, 1976. 80 pp.
"Fox-Fire" Studies	Wigginton, Eliot (ed.) Foxfire 4, Garden City, N.Y: Anchor Press/Doubleday, 1977. 496 pp. (Note: refer particularly to "Introduction" for additional sources of help.)
The Litter Survey	McCollum, Dannel. Your Life and Mine - Problems and Projects in Conservation - Teacher's Manual. Memphis: Wimmer Brothers Books, 1977. 148 pp.
Project CREATION	CREATION Teacher's Manual. LaSalle, IL.: LaSalle-Peru High School, 1974. 56 pp. (Note: Jean Hauser is Project Director and the course is essentially a field oriented community study.)

Occupational Studies

Director, "Access to Excellence Program," Chicago Board of Education, 201 North La Salle St., Chicago, IL 60606.

Hulst, R.R. and Wark, R.G. "Community is the Classroom in Washington State: Community Involvement Program," Community & Junior College Journal. 45:17-19, Feb. 1975.

Director, Career Development Centers, "Access to Excellence," Chicago Board of Education, 201 North LaSalle St., Chicago, IL 60606

Regional Office of Education. Community Careers Resource Guide. Rockford, IL: Winnebago-Boone Regional Office of Education, Courthouse. (undated) 24 pp.

Planning Projects

Gallagher, James Joseph (ed.) A Guide for Teaching Regional Environmental Planning. East Lansing, Michigan: Science & Math Teaching Center, Michigan State University, 1978. 52 pp.

"Land Use Unit, Edmonds School District." Lynnwood, Washington: Edmonds School District #15, 1974 125 pp. ED 099235

Sources useful for additional kinds of field experiences and community studies follow:

"Agriculture, Environmental Education Guide." Project I-C-E., Green Way, WI, 1974. 107 pp. ED 100659

Bennett, Dean B. and MacGown, Richard H. Guideline for Planning and Implementing a Comprehensive Community Environmental Inventory. Maine Environmental Education Project, Yarmouth, Me. 1972 (rev.) 38 pp. ED 101936.

Bradford, Douglas. Incorporating Orienteering in School Programs. University Park, NM: ERIC/CRESS. 1977. 36 pp. ED 134384.

Educ. Facilities Laboratories, Inc. Learning About the Build Environment. Arlington, VA: National Assn. Elem School Principals. 1972. 88pp.

Gaul, Dennis and Kynell, Michael "Field Trip Guide to the State Capitol." Woodstock, IL: Energy Education Programs. 1975 (mimeo) 10 pp.

Hammersley, Alan. Towns and Town Life - Approaches to Environmental Studies. London: Blandford Press, 1969. 96 pp.

"Learning To Get Around: An Urban Environmental Mapping Unit," Philadelphia: GEE Group for Environmental Educ., Inc., 1214 Arch St. 19107. 1971. 92 pp.

Metcalfe, John A. Adventure Programming. Univ. Park, NM: ERIC/CRESS, 1976. 56 pp. ED 118336.

Reymann, Joseph. "An Ecological-Historical Survey of the Mississippi River," The American Biology Teacher. 37-2. pp. 94-96

Snooks, Lee and Long, Daniel. Project Backtop, ESEA Title III Evaluative Report, 1975-76. Battle Creek, MI: Public Schools, Aug 1976. 84 pp. ERIC: ED 139555.

There are several very good references that would be helpful in conducting any one of the encounters or any other field experience in which students directly examine their community and its inhabitants. The following are representative of these sources:

Stapp, William and Dorothy L. Cox (ed) Environmental Education Activities Manuals. Farmington Hills, Michigan: Stapp and Cox 1975

Hungerford, Harold R, Litherland, Ralph A. and others. Investigation and Action Skills for Environmental Problem Solving. Champaign, IL.: Stipes Publishing Co., 1978. (both teacher's manual and student workbook)

Chapter IV - Format

This chapter is intended to provide you with examples of the steps in a community studies project wherein students make decisions, gather data, come to conclusions, and report the results to their community. It consists of a flow-chart of the steps that might be involved, an example of a policy statement, and examples of questionnaires, data gathering guides, and recording forms.

Since each teaching situation is different, caution is advised regarding exact replication. The steps or patterns appropriate for one situation may not work without modification in your situation. And you should note that much of the challenge, the learning, and the fun comes as a class makes its own decisions, develops its own plans and follows its own interests. The examples here are presented merely to aid in this process. They come from various sources and represent the experience of many people.

A Flow Chart - The Steps

In any community study chart, each step will not necessarily be sequential; at times several activities will occur simultaneously or the second step will follow the third and so on.

I.	INSPIRATION The Idea Hits	Firm up the idea. Talk it over with a few of your fellow teachers and a few students. Try it out on your supervisor. Try to clarify what you might do and why you would do it. Review school policy to learn if it will be a hinderance.
II.	PRESENT The Idea	Conduct a discussion with all your students on the idea. What do they know? What interests them? Listen! Hear what they have to say! Motivate!
III.	ESTABLISH A Solid Leadership Core	Much depends upon how you will do the study and what students are involved. If they come from several class sections, you have a coordinating problem or challenge. If you are working with a club or organization, the leadership may already exist. Place many of the leadership responsibilities in the hands of your students.
IV.	OUTLINE The Plan	Establish the objectives, both for the project and for your students (learner objectives). They should be consistent with your ongoing curricular objectives. How will you organize your students?

What division of labor will you want? How much time will this project take? What needs to be done and who will do it? At this stage consult with a few key resource people in the community who know about the areas you plan to cover (e.g., the president of the local history society if you're doing a historical study). Get advice from community resource people. The school principal may be willing to sit in on a planning session.

V. ASK FOR APPROVAL

Approval will be easier if you and your students can come in with a clear concise statement of (a) what you want to do, (b) how you will work, (c) your organization plan, (d) how you will remove safety hazards, (d) the costs and how they will be paid, and (e) why you are doing the study, and (f) the expected outcomes. Suggest that your students make a presentation to the Board of Education.

VI. BUILD SUPPORT

Present the plan at a faculty meeting. Students may do a better presentation job than you. Ask for help from the faculty. Try to involve other teachers who also teach your students in a partnership approach. Have a student "public relations" committee write up news items; arrange for the students to be interviewed by the media. Let the community know that this project is for the students, that it has been initiated to help them understand their community, develop roots, and promote a sense of community pride. Make everything positive.

VII. REFINE

Get into details with your students. What do you and they really want to know about the community? What committees will be needed? Who will serve on them? Who will be interviewed initially? Why? What will the interviewers ask? What sites will be visited? Develop your data gathering forms. Should the students practice their interviewing and data recording skills on each other? Determine what you will do with your data when you get it.

VIII. IMPLEMENT The Plan

If you've done a good planning job, implementation will be fun. Be an encourager, coordinator, motivator, but, remember that this project is for your students. Don't do all the work yourself. Enjoy

this part of the project - keep your camera handy. And, keep your PR committee on the ball, as newspaper reporters love reporting on implementation. Keep your peers informed, and ask for their help, cooperation and advice.

IX. REPORTING

Students will develop written reports and analyses. They will also want to report to their "other" classes on what they learned. Solicit opportunities for your students to appear at citizen meetings and report their findings. And make sure that the media gets a copy of their reports. Be sure that these materials are given to the library - perhaps the library staff will want to set up a community studies file.

X. THANK-YOU

Students should write thank-you letters to all those involved in their project and give recognition to everyone who helped.

XI. FOLLOW-UP

Don't let your community study come to an end. Refer to it throughout the rest of the year. Pull the material from the files as it is appropriate and refer to it in class. Design activities from time to time that make use of what was learned in the community.

XII. EVALUATE

Review the entire process with your students and your supervisor. Get their comments down on paper for you'll need them the next time you conduct a community study. And - do not forget that an important aspect of the study is determining what you can do to improve your community. Are there projects that your class or other classes can do that will make this a better community in which to live?

Forms

Policy and Permission Forms

Each school district will have either formal or informal policies for community studies and associated experiences that take place in the field, and each district will have its own forms corresponding to its policies. The following is an example of a policy statement and the accompanying forms developed by a committee of teachers and subsequently approved by their administration and board of education. This policy was formalized to clarify a vague unwritten "policy;" it has since been amended to restrict the number of trips to be paid for by the district.

> The Board of Education, the Administration and teachers recognize that field trips inside and outside the school district boundaries are an important part of the total educational program. The educational opportunities provided for students through participation in field trips are considered to be a part of the regular school curriculum. A field trip permission form (example A) will be signed by the parent or guardian of each pupil at the beginning of each school year and kept on file by the classroom teacher for the remainder of the academic year. Each teacher, with the approval of the building principal, will determine the field trips to be taken to achieve educational objectives.
>
> For field trips within walking distance in the vicinity of the school a teacher will notify the principal's office before leaving the building by using the principal's notification blank, (example B) For extended field trips requiring transportation, the field trip notification form (example C) must be sent home providing the parents with information about the trip. This form will be returned to the teacher before the field trip is to be taken. Transportation when necessary will be by school-approved vehicles, and every precaution will be taken to insure the safety of the child.
>
> Due to the important and exceptional educational opportunities offered by field trips extended beyond the hours of the normal school day, bus service will be available for all grades on any day of the week. All transportation expenses will be paid by the district.
>
> In order to secure bus service, permit slips in use at the present time will be used, and submitted to the director of transportation through the building principal at least one week in advance of the field trip (Example D).

Example A: Parent Field Trip Permission Form

This permission form is necessary in order for your child to participate in school-sponsored field trips inside and outside the school district taken during the 19__ 19__ school year. Transportation when necessary will be by school approved vehicles, and every precaution will be taken to insure the safety of your child.

Parents or guardians will be notified as to the date and destination of each trip requiring transportation. You will not receive notice in writing of short field trips beyond school grounds that do not require transportation. Please sign and return this form to your child's teacher.

My child,_____, has my permission to participate in the school sponsored field trips taken during the 19__ 19__ school year.

Date &_____ Signature of parent or guardian_____

Example B: Principal Field Trip Notification Form

Type of field trip:_____

Destination:_____

Date:_____ Time Leaving_____Time Returning_____

Method of transportation_____

Example C: Parent Field Trip Notification Form

Type of field trip:_____

Destination:_____

Date:_____ Time Leaving_____ Time Returning_____

Method of Transportation_____

Items needed:_____

Return this signed slip to the pupil's teacher

_____
Parents Signature

Example D: Field Trip Request for School Bus Form

Please make request at least one week in advance.

School_____ Place to be visited_____

Date of Trip_____ Time of leaving school _____

Teacher in Charge_____

Class or Group_____ Time Ready to Return to School_____

Number of Students_____ PURPOSE OF VISIT_____

Number of Adults_____ _____

Teacher's Signature _____ Date_____

Principal's Approval_____ Date_____

Questionnaires and data gathering forms

There is a great variety of questionnaires and data gathering forms available; many of which have been published without copyright. Only rarely, however, will such a form "fit" the needs and objectives of a given class without modification. Those provided here are intended to serve only as examples:

a. a litter and container questionnaire.
b. an energy use questionnaire.
c. an interviewing form.
d. a guide for an environmental impact study.
e. an automobile survey form.
f. a data sheet on governmental services.
g. a business and field trip availability form.
h. a student's evaluation form for a field trip.
i. an example of guides used in making a survey of the neighborhood trees.

LITTER AND CONTAINER DEPOSIT QUESTIONNAIRE

From: "The Message In the Bottle," Springfield, IL: Illinois Office of Educ

__1. When you find nondeposit beverage cans and bottles on the ground, do you pick them up and put them in a waste container?
a. yes, b. no.

__2. If no deposit were charged on any beverage bottle and can, you would:
a. buy more, b. buy the same number,
c. buy fewer.

__3. If you saw someone throw a beer or pop can onto a public highway, you would be:
a. very angry, b. slightly annoyed,
c. unconcerned.

__4. Which of the following materials makes up the largest part of litter?
a. paper, b. plastic, c. glass,
d. metal, e. miscellaneous (all other materials).

__5. Which of the following reasons would you regard as the most important in objecting to litter?
a. unsightliness (it's ugly),
b. danger to people and wildlife,
c. cleanup costs,
d. blockage of sewer drains and drainage ditches,
e. damage to lawn mowing and farming equipment.
f. waste of energy and other national resources.

__6. Would you pick up a beverage container and carry it to a store if you could earn a deposit of 5 cents?
a. yes, b. no.

__7. If a deposit of 5 cents were charged on all beverage bottles and cans, you would:
a. buy more, b. buy the same number,
c. buy fewer.

__8. Which of the following methods would most effectively reduce litter?
a. enforce more strictly present anti-litter laws using more police,
b. increase fines for littering,
c. charge a deposit on all beer and pop containers, whether or not they are refillable, to ensure their return,
d. impose a cleanup tax on businesses that sell commonly littered items,
e. more cleanup campaigns and anti-litter advertisements.

__9. If you saw someone throw a beer or pop can into your neighborhood park, you would be:
a. very angry, b. slightly annoyed,
c. unconcerned.

__10. What kind of beverage container is most common in litter?
a. the returnable, deposit type,
b. the nonreturnable, throwaway type.

__11. If a deposit of 10 cents were charged on all beverage bottles and cans, you would:
a. buy more, b. buy the same number,
c. buy fewer.

12. Would you pick up a beverage bottle or can and carry it to a store if you could earn a deposit of 10 cents?
a. yes, b. no.

__13. Compared to throwaways, the per-ounce cost of beer and soft drinks sold in returnable bottles is:
a. more expensive, b. less expensive,
c. the same.

__14. A deposit charged on all beer and soft drink bottles and cans sold in Illinois today would be:
a. a good idea, b. a bad idea,
c. undecided.

__15. Which of the following materials makes up the largest amount of litter?
a. beverage bottles and cans,
b. vehicle scrap,
c. food wastes,
d. paper and plastic packaging and containers.

__16. If you saw someone throw a beer or pop can into your front yard, you would be:
a. very angry, b. slightly annoyed,
c. unconcerned.

__17. Would you pick up a beverage container and carry it to a store if you could earn a deposit of 20 cents?
a. yes, b. no.

__18. If a deposit of 20 cents were charged on all beverage bottles and cans, you would:
a. buy more, b. buy the same number,
c. buy fewer.

From: "The Energy Challenge, Washington, D.C. Federal Energy Administration. (undated) a set of duplicator masters.

THE GOOD OLD DAYS?

Interview someone who is old enough to remember what life was like before the days of great usage of oil and natural gas. Ask him or her the questions that follow and others that you think of yourself.

1. What kind of lights did you use in your home?_____

   _____How was it heated?_____

2. What fabrics were clothes made of? Was clothing harder or easier to take care of?_____

3. What sort of washing machine did you have?_____

4. What kind of stove (and what kind of fuel) did your family use for cooking?

   _____

5. Did you have a refrigerator? How did you keep your food fresh?_____

   _____

6. How was food packaged when it came from the store? _____

   What did milk come in?_____Was your milk delivered?_____How?

   _____

7. What sort of soap did you use? Did it clean as well as the cleaners we have now?_____

8. How was your water heated for bathing and laundry?

   _____

9. Did you family have a car?_____If not, how did you travel? How did you get to school_____

10. Did you have a radio? What did it look like?_____

    _____Did you go to the movies?_____

    What kinds of entertainment did you enjoy?_____

    _____

(Think up as many more questions of your own as you can. Ask them during the interview. Put the answers on the back of the form.)

To close the interview, ask these questions and write the answers on the back of the form.

In what ways is life for you more enjoyable now that we have electricity, plastics, detergents, and other oil and natural gas products?

In what ways did you like the "good old days" better?

From "Conservation Curriculum Guide,"
Blue Island, IL: Illinois Wildlife Federation

CONDUCTING AN INTERVIEW

STUDENT'S NAME_____ Date_____
(to learn what people think about wildlife)

Purpose: To learn what adults and others know about the wildlife in Illinois; the importance they attach to it; and what they would like to see done to increase the wildlife in Illinois.

Activity: Select a person to interview; decide what questions to ask (what do we want to learn); conduct an interview; and summarize what has been learned.

Materials: Paper and pencil.

A. CLASS DISCUSSION—What do we want to learn from our interviews? As a class, decide on a series of questions to be asked in the interviews. List below the most important questions we want answered about Wildlife in Illinois.

1.

2.

3.

4.

5.

6.

B. NAME of persons I plan to interview (suggestions: parents, other teachers, students in other classes, members of wildlife organizations, local government officials)

First Choice

Second Choice

Third Choice

Note: Each member of the class should have a different person to interview. Some suggestions: Contact the person in advance and tell him

a. of your desire to interview him
b. why you wish to conduct the interview
c. when you would like to conduct the interview

C. NAME of person interviewed:
Information received from this person:

1.

2.

3.

4.

5.

6.

D. FOLLOW-UP ACTIVITY:

a. Share information and interview experience with classmates.

b. Summarize below the conclusions drawn based on the interview. (What did you learn from the interviews about people's knowledge and attitudes about the wildlife of Illinois)

1.

2.

3.

4.

5.

6.

From: "Conservation Curriculum Guide," Blue Island, IL: The Illinois Wildlife Federation. 1974

An Environmental Impact Study

STUDENT'S NAME_____ Date_____

Do we really every know the ultimate impact of what we do - or don't do? A change is being proposed - such as adding to the school parking lot; closing the parking lot; placing a new road or sidewalk through the school playground; converting the school heating system from oil to electric heat; adding a room to the school; or removing or adding some trees.

We will examine the impact of a CHANGE proposed at your school which your teacher will designate. This is called an ENVIRONMENTAL IMPACT STUDY.

Purpose: To become more familiar with the effects that changes that we make have upon people, wildlife, and the physical environment.
Activity: Examine the area designated by the teacher; project what it will be like after the change being proposed is made; and setting forth the expected effects of the change.
Materials: Paper and pencil.

I. THE PROPOSED CHANGE - Describe the change that is to be made. Describe the physical changes that will actually take place giving special attention to excavations, removal or vegetation, adding or moving of utility lines, impaction of heavy equipment, etc.

II. REASONS FOR MAKING THE CHANGE
(a) List below the reasons given by the proper authorities as to why this change can or should be made.

(b) List below the possible benefits to be derived from this change.

III. Describe in writing how the "physical environment" may be affected, paying particular attention to the loss or removal of soil, water runoff, presence of undesirable or irritating odors, etc.

IV. Describe in writing how people may be affected, noting especially how their activity may be changed. (For example: Will they have to walk around it? Will they then have a more adequate place to do something? Will they have to go elsewhere to do what they formerly did here, etc.?)

V. Describe in writing:
(a) the wildlife that may be affected, giving names of animals if possible.

(b) how wildlife habitats may be affected, and in what ways.

(c) ways in which the proposed changes will be helpful or harmful to the wildlife usually found in the area. Explain why you think the wildlife will be helped or harmed.

VI. Recommendations regarding the proposed change in the ENVIRONMENT.
a. What action should be taken? (Should the change be dropped, delayed or made as planned?)

b. Explain in writing why you made the above recommendations.

c. Offer an alternative to the proposed change that will achieve the same benefit if one seems desirable.

From: Fruend, Dean(ed) Metropolitan Environmental Education Resources Guide Worthington, Ohio: City Schools, 1972

WHITTIER SURVEY INVESTIGATOR'S REPORT
GOVERNMENTAL AND WELFARE SERVICES

Name of service_____ Date of Contact_____
Address_____
Telephone_____ Name of person contacted_____
Name and title of person to be contacted for trip arrangements:
Name_____ Title_____
Indicate age groups which would profit by a visit to this service. Specify which processes or departments are appropriate for the various age levels:
Primary (K-3) _____ Upper (7-8) _____
Middle (4-6) _____ Secondary (9-12) _____
Is it possible for the teacher to make a preliminary trip?_____
What is the total number of persons which may be accommodated at any one time?_____ How many can be accommodated per guide?_____ How many guides are available?_____ (Any department where there is a great amount of noise needs to plan for additional guides.)
What hours are most suitable for visits?_____
What days are convenient?_____
How much time is required for the trip?_____
What special instructions are necessary for visitors? Specify cautions which need to be taken. Indicate special equipment needed._____
_____
Is first-aid service available to visitors?_____
What materials are available for distribution or borrowing; pamphlets, films, charts, models, and so forth?_____
What area or group does this organization service?_____
What is the source of funds which supports this service?_____
What statistics are available indicating extent of service?_____
Who is the director of this organization?_____
How is the service organized? Indicate departments, etc._____
What is the general plan of departmental organization? Indicate civil-service appointment, and so forth._____
How many people are employed? Men: Full time_____ Part time_____
Women: Full time_____ Part time_____
Are there any age or other restrictions?_____
What training is required for employment?_____
How much training is given on the job?_____
What are the opportunities for advancement or upgrading?_____
_____
What is the minimum wage?_____
What are the hours of work?_____
What laws govern this service?_____
What safety measures are required?_____
What are the health and sanitation regulations?_____
How are these regulations enforced?_____
Additional information_____

From Fruend, Dean (ed.) Metropolitan Environmental Education Resources Study. Worthington. Ohio: Worthington City Schools, 1972.

1. Company name _____
2. Address _____
3. Telephone number _____
4. Product(s) or Process (es) _____
5. Is your business that of a
   _____ Manufacturer
   _____ Supplier
   _____ Service
6. What industry (ies) uses your product? _____
7. Do you allow plant tours? Yes _____ No _____
   (If "no" do not proceed with remaining questions. Please return in accompanying envelope)
8. Name of contact (for tour appointments)
   Department _____ Position/Title _____
   Phone No. _____ Extension _____
9. Days tours may be taken _____
10. Hours tours may be taken _____
11. Days prior notice to arrange tour _____
12. Length of tour _____
13. Are tour guides available? _____ If "yes" how many? _____
14. Number of people in tour group: Minimum _____ Maximum _____
15. Indicate age groups which would profit by a visit to this service _____
16. Is it possible for the teacher to make a preliminary trip? _____
17. What special instructions are necessary for visitors? Specify cautions which need to be taken. Indicate special equipment needed _____
18. Do you provide a brochure or information pamphlet for:
    _____ The teacher
    _____ Several for classroom and/or file use
    _____ Each student on tour
19. Are visitors allowed to take pictures? _____
20. Briefly list facility features which might be of special interest (try to visualize your facility through the eyes of a 12-16 year old.)
21. Check the list of natural resources that are used in any aspect of production of your facilities.

	Natural Resources	Use
_____	air	_____
_____	water	_____
_____	mineral	_____
_____	chemical	_____
_____	biological (plant or animal material)	_____
_____	other	_____
_____	other	_____

22. Additional information (If additional space is needed, use reverse side.)

These are Project Adventure forms - the kind of thing we're looking for in Chapter IV.

STUDENTS' AND TEACHERS' EVALUATION OF THE BOSTON TRIP.

Instructions: Please fill out this sheet on the ride back to school. Turn this in to the teacher on your bus with your itinerary folder.

NAME

TOUR AREA

1. What were the most sucessful aspects of your tour?

2. Did you feel that there was too little or too much time allotted for any aspect of your itinerary?

3. Please write down the name of any resource person who talked with your group. Beside each name please indicate the appeal and effectiveness of that individual for a junior high group.

4. URGENT CHANGE Were there any problems which should be corrected immediately before another group is taken on this particular itinerary?

5. We welcome any further comments or suggestions that you feel might be helpful to us in evaluating and revising this project.

Thank you for your time and help!

The students were also asked to evaluate the experience and to hand in their written comments on the following day on the sheet below.

NAME
STUDENT'S EVALUATION OF THE BOSTON FIELD TRIP GROUP

1. The name of my tour was_____
2. I thought this field trip was_____ because_____
3. The most interesting thing I saw or did was_____
4. The least interesting thing I saw or did was_____
5. Were you able to see everything you were supposed to see?_____ If so, what?_____
6. Did you pass by anything on your tour that you would have liked to have seen or done but could not?_____ If so, what?_____
7. What suggestions could you make that would help improve your tour for the students next year?_____
8. How was the part of Boston that you saw different from what you expected it to be like? (Use descriptive words in your answer.)_____
9. How were the lives of people who live or work in Boston different from your life? (Use examples from people you saw or met.)_____

WORKSHEET NAME

Northeastern University

What are the students doing in the quadrangle?
1.
2.
3.

What things are being sold there?
1.
2.
3.

Would you like to attend this type of class? (in the Auditorium)

Do you think you would like to be a teacher there? Why or why not?

What kinds of things do you see the students using the lounge for?

Do you think a lounge like this is necessary at your high school? Why or Why not?

Wentworth Institute

How is this college different from Northeastern University?

Which school would you rather go to and why?

Angel Memorial Hospital

Are there other hospitals for animals in Boston? In the U.S.A.? Which is the biggest?

What types of animals are treated here?

Is it expensive to bring a sick animal for treatment at Angel Memorial Hospital?

What is Heartworm?

Ask Mrs. Stevens if she has ever held hands with an Orangutan.

Massachusetts College of Pharmacy

Do all graduates of the college work in drug stores?

What are some of the jobs they hold?
1.
2.
3.

Why are there so many labs in this college?

WORKSHEET (cont)

The Fens

Who uses the playing fields?

Who cares for the flowers in the Rose Garden?

What is the name of the river in the Park? Does it smell very good?

Who owns the land on which the many small garden plots are located?

How do people obtain a garden plot?

ACTIVITY EVALUATION

NAME_____ DATE_____

ACTIVITY_____

Names of all other participants: _____

PLANNING	RECORD
I. What do we want to see?	I. What we saw.
II. What do we want to do?	II. What we did.
III. What do we expect to learn?	III. What we learned.

Use reverse side of this sheet, if necessary. Be sure to follow numbering.

Conclusion

Designed to encourage and guide teachers interested in community studies, this paper has focused on the philosophy of outdoor education that maintains students should directly experience what they study in its own environment.

Emphasis has been placed on well-planned and carefully organized community experiences. It has been maintained that such experiences can have a long lasting impact upon both the community and the student, but that these benefits do not come automatically and that great care must be taken to assure thorough planning and well supervised experiences directed toward and evaluated in terms of ongoing curricular objectives.

The benefits to all those involved are evident. Students gain from acquiring a better understanding of the community in which they live and from opportunities to develop and practice certain "citizenship skills." Teachers gain as they come into contact with the many elements that have a bearing on their teaching situation and acquire greater insight into the backgrounds of their students. And the community gains by the interaction that takes place between citizens, students, and school personnel.

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VITAE

Dr. Malcolm Swan, author of this document, has been involved in outdoor education and related field and community studies for over 30 years. He was a vocational agriculture instructor, science teacher, and superintendent of schools in Montana before joining the faculty of Outdoor Teacher Education at Northern Illinois University's Lorado Taft Field Campus in 1965. He has authored numerous articles and papers, a few of which are:

Tips and Tricks in Outdoor Education (ed.). Danville, IL.: Interstate Printers and Publishers, 1978. (2nd ed.)

"Principals and Teachers: Study Your Community," Selected Articles for Elementary School Principals. Washington: Dept. of Elementary School Principals, NEA, 1968.

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"Community Studies" have been a part of his courses at Northern Illinois University, and students have been expected to spend time in smaller rural communities to learn "what makes them tick."

In addition to his professional work, the author has been involved with numerous community and statewide environmental and conservation organizations. Locally, he served on a Junior College Study Committee, and co-chairs the Ogle County Environmental Education Association. He has been involved with the implementation of the Resource Conservation Act on a local basis and is a member of a regional (22 county) 208 water quality advisory council. He is on the Agricultural Issues Team of the statewide Illinois 2000 Futures Planning Project. He also chairs a committee aimed at the development of an Illinois Alliance for Conservation and Environmental Education, an activity of the Environmental Education Association of Illinois which he helped to form. Swan was recently appointed by the Governor to serve as a member of the Illinois Advisory Board on Conservation Education.